DOCUMENT RESUME

ED 261 270 CG 018 459

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TITLE A Seven Year Study of Client Characteristics.
PUB DATE Mar 85
NOTE 19p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Anxiety; Change; *Client Characteristics (Human Services); *College Students; *Counseling Services; Higher Education; Motivation; Student Personnel Services; *Trend Analysis
IDENTIFIERS University of Delaware

ABSTRACT

Counselors have speculated about changes in their clientele from year to year. From 1977 through 1984 between 1,175 and 1,575 students annually have used the counseling services at the University of Delaware. For each client, counselors conducted intake interviews and then completed forms with information on client characteristics. The infomation from those forms was grouped as identifying, university, severity and type of problem, and counselor judgments data. Results of data analysis indicated that there was a steady increase from 1977 to 1984 in the percentage of women clients and a slight but steady decrease in the percentage of Caucasian clients. Relatively few changes were found with regard to university data (e.g., date of graduation, source of referral). There was a trend for students to increasingly request assistance for personal rather than vocational or educational problems. From 1979 through 1983 there was a slight increase in counselor-rated severity of personal problems, with the rate of severity highest in 1977 and 1978. There was an increase in counselors' ratings of client motivation for counseling from 1977 through 1983, while their ratings of client anxiety levels appeared to be relatively stable. (Four data tables and the counseling center intake form are included). (NRB)

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A SEVEN YEAR STUDY OF CLIENT CHARACTERISTICS

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A Seven Year Study of Client Characteristics

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Center for Counseling and Student Development

University of Delaware

March 27, 1985

American College Student Personnel Association

Boston, Massachusetts

Counseling center directors and counselors have speculated about changes in how their clientele have changed from year to year. For example, it is often said that presenting problems have become more severe when compared to previous years. This judgment is often based on a feeling rather than data. Counselors may also ask: Is the proportion of male to female clients changing? Are there more black clients seeking counseling than in previous years? Has the proportion of underclassmen to upperclassmen using counseling services changed? Are personal problems becoming more or less frequent than career concerns? Are clients more or less motivated for counseling than before? Are they more anxious? Are clients preferring female counselors more frequently than they have in the past? This paper attempts to provide answers to these and similar questions.

Altmaier & Rapaport (1984) and Downey & Sinnett (1980) have studied characteristics of students seeking counseling at a counseling service or mental health service. They have focused primarily on client characteristics such as sex of client,

major of client and resident status. They have also examined the degree of stress and the type of problems that clients have experienced. This current study adds to their findings and includes more variables.

Method

From 1977 through 1984 between 1,175 and 1,575 students have made use of counseling services annually at the University of Delaware. For these years it has been standard practice for students to have half hour intake appointments in which they meet with a counselor who will determine with them the urgency of the problem and the degree of difficulty of the problem as well as other factors. Each counselor, after finishing the interview, completes an intake form (see attached). This form (in the most part, standard over the seven year period), provides information for determining the various client characteristics. This data is presented annually as a part of the University of Delaware, Center for Counseling and Student Development's annual report. For purposes of this presentation, the data has been grouped into four categories: Table 1: Identifying Data, Table 2: University Data, Table 3: Severity and type of problem, Table 4: Counselor Judgments. For comparison purposes the data for each of the seven years is presented where available.

Results

Regarding identifying data (Table 1), there have been a few changes over the past seven years. There has been a steady increase in the percentage of females using our services (from 64 to 70%). The female enrollment at the University of Delaware has increased during that time from 53 to 57%. There seems to be no perceivable changes in the resident status or client address of the students, nor do fluctuations in client age seem to form a pattern. Regarding client racial group, there has been a very slight but steady trend from 1977 (95%) to 1983 (92%) for the percentage of caucasian students using Center services to decrease. The percentages of single, married, and divorced clients seems to have been quite constant over the seven year period.

With regard to University Data (Table 2), there are relatively few changes in choice of college, date of graduation, or source of referral to the Center. A very large proportion of clients of the Center are enrolled in the college of arts and science. This has increased slightly from 1977 (49%) to 1983 (54%). changes in the use of service from other colleges are less apparent. The percentage of freshmen, sophomores, juniors, seniors, and alumni have fluctuated slightly from year to year, but in an inconsistent manner. Freshmen and sophomores appear to make up a larger percentage (53%, 1983) of University enrollment

than do juniors or seniors (46%, 1983). With regard to source of referral, about 70% of the students are either referred by themselves or friends. There seems to be little change in this over the past seven years. There is a slight trend for other students to be a more frequent source of referral in 1983 than in earlier years.

Table 3 lists the severity of the problems and counselors ratings over the seven year period. From 1979 through 1983 there was a slight increase in the rated severity of personal problems at the University of Delaware. For some reason, the rate of severity in 1977 and 1978 was higher than any of the other years. This may be due to the change in the definitions of severe and very severe or to the turnover in counselor personnel which reflected different rating strategies. The severeity of educational and vocational problems has remained fairly constant over the past seven years, with the exception that ratings were higher in 1977 and 1978. It is very unusual for vocational or educational problems to be rated as severe or very severe. At our counseling center, there does seem to be a trend for students to indicate more often now (43.9% in 1983) than in the past (1977, 31.3%) that their concern is personal and does not have educational or vocational components. Other problem combinations show a slight decrease over the past seven years.

Table 4 describes counselor judgement of client motivation, anxiety, and predictions of number of interviews. Preference for counselor and decision about referral are also listed. There seems to be an increase in ratings of client motivation for counseling (17.2% - very high - in 1983 vs. 5.6% - very high - in 1977). In contrast, ratings of client anxiety level seem to be relatively stable over the past seven years. When examining the predicted number of interviews, 22.6% of the students were predicted to terminate after intake in 1983 as opposed to 29% in 1977. In general, the predicted number of interviews has remained relatively stable over the seven years. The clients who have stated preference for a male or female counselor have always preferred females, 3 or 4 to 1 over male counselors. However, 75-80% or more of the clients stated no preference for sex of counselor. There seems to be a slight increase in not stating a preference over the past seven years (86% in 1983 vs. 69% in 1977). There also seems to be a decreasing trend to place students on waiting lists, and an increase in other sources of counseling. For example in 1983, 10% of the clients were assigned to a career group whereas this was done very infrequently in past years. This trend may reflect the response of counseling center staff to manage a waiting list which may require a wait of three or four weeks.

Summary

Trends discussed above are not neat or clear. The stability of the information is perhaps more remarkable than the changes. Changes in severity of personal problem and increased client motivation are small, but marked. Also, there is a trend for students to increasingly request assistance for personal rather than vocational or educational problems. Adequate explanations for these findings are difficult to ascertain.

Altmaier, E.M. & Rapaport, R.J. (1984). An examination of student use of a counseling service. Journal of College Student Personnel, 25, 453-458.

Downey, R.G. & Sinnett, E.R. (1980). Characteristics of students seeking mental health services. Journal of College Student Personnel, 21, 9-14.

Table 1 Identifying Data

	1983-84		1982-83		1981-82		1980-81		1979-80		1978-79		1977-78	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex														
Male	451	30.0	457	30.0	491	31.0	462	32.0	474	32.0	485	39.0	422	36.0
Female	1,070	70.0	1,055	70.0	1,078	69.0	1,030	68.0	995	68.0	671	61.0	753	64.0
Total	1,521		1,512		1,569		1,492		1,469		1,246		1,175	
Client Address														
University	832	55.2	785	52.4	812	53.1	783	54.2	778	53.5	649	53.1	582	50.1
Off Campus	558	37.1	560	37.4	563	36.8	548	38.0	569	39.1	475	38.9	463	39.8
Parents home	116	7.7	152	10.2	154	10.1	113	7.8	108	7.4	98	8.0	117	10.1
Total	1,506		1,497		1,529		1,444		1,455		1,222		1,162	
Client Age														
17	26	1.8	30	2.1	28	1.9	18	1.3	41	2.9	33	2.8	27	2.4
18	289	19.7	296	20.4	282	19.0	273	19.4	321	22.7	204	17.2	241	21.7
19	364	24.8	318	21.9	381	25.7	374	26.6	319	22.5	287	24.2	247	22.2
20	234	15.9	263	18.1	278	18.8	233	16.5	216	15.3	206	17.4	189	17.0
21	190	12.9	205	14.1	170	11.5	177	12.6	179	12.6	144	12.1	130	11.7
22	91	6.2	95	6.5	85	5.7	66	4.7	77	5.4	81	6.8	63	5.7
23	57	3.9	43	3.0	49	3.3	50	3.6	45	3.2	44	3.7	43	3.9
24	33	2.2	31	2.1	41	2.8	35	2.5	29	2.0	36	3.0	28	2.5
25 and over	184	12.5	170	11.7	169	11.4	174	12.4	177	12.5	151	12.7	145	13.0
Total	1,468		1,451		1,483		1,408		1,416		1,186		1,113	
Racial Group														
Caucasian	1,396	92.0	1,417	94.0	1,460	93.0	1,395	94.0	1,384	94.0	1,164	93.0	1,115	95.0
Black	72	5.0	61	4.0	67	4.0	57	4.0	62	4.0	59	5.0	44	4.0
Oriental	28	2.0	14	1.0	12	1.0	8	1.0	9	1.0	11	1.0	7	0.0
Other	25	2.0	20	1.0	30	2.0	15	1.0	14	1.0	12	1.0	9	1.0
Total	1,521		1,512		1,569		1,492		1,469		1,246		1,175	
Marital Status														
Single	1,389	93.0	1,370	92.4	1,411	92.3	1,339	92.6	1,343	92.6	1,115	91.0	1,038	89.7
Married	70	4.7	88	5.9	81	5.3	77	5.3	75	5.2	83	6.8	99	8.6
Divorced	34	2.3	24	1.6	34	2.2	29	2.0	30	2.1	24	2.0	20	1.7
Widowed	1	0.0	1	0.0	0	0.0	1	0.0	2	0.0	2	0.0	0	0.0
Total	1,494		1,483		1,528		1,446		1,450		1,225		1,157	

Table 2 University Data

	1983-84		1982-83		1981-82		1980-81		1979-80		1978-79		1977-78	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
University Classification														
Agriculture	31	2.0	52	3.0	59	4.0	62	4.0	45	3.0	47	4.0	55	5.0
Arts & Science	816	54.0	853	56.0	833	53.0	807	54.0	786	53.0	636	51.0	579	49.0
Business & Economics	137	9.0	116	8.0	113	7.0	110	7.0	107	7.0	83	7.0	71	6.0
Continuing Education	19	1.0	19	1.0	24	2.0	31	7.0	21	1.0	27	2.0	30	3.0
Education	43	3.0	40	3.0	44	3.0	33	2.0	36	3.0	60	5.0	48	4.0
Engineering	100	7.0	85	6.0	83	5.0	80	5.0	65	4.0	72	6.0	80	7.0
Freshman Honors Program	1	0.0	1	0.0	4	0.0	3	0.0	19	13.0	2	0.0		
Graduate Studies	127	8.0	96	6.0	105	7.0	103	7.0	108	7.0	83	7.0	72	6.0
Health Sciences	3	0.0	7	1 0	5	0.0	8	1.0	14	1.0	8	1.0	16	1.0
Human Resources	61	4.0	64	4.0	81	5.0	86	6.0	78	5.0	58	5.0	43	4.0
Marine Studies	1	0.0			1	0.0	0	0.0	1	0.0	2	0.0		
Nursing	79	5.0	57	4.0	62	4.0	45	3.0	69	5.0	53	4.0	53	5.0
Physical Education	17	1.0	13	1.0	15	1.0	12	1.0	12	1.0	9	1.0	6	1.0
Non-Students	34	2.0	49	3.0	58	4.0	47	3.0	65	4.0	71	6.0	64	5.0
Other	9	1.0	12	1.0	10	1.0	11	1.0	17	1.0	11	1.0	31	3.0
Unknown	43	3.0	48	3.0	72	5.0	54	3.0	23	2.0	24	2.0	27	2.0
Total	1,521		1,512		1,569		1,492		1,469		1,247		1,175	
Graduation Year														
Graduated Previous Year	40	3.1	36	2.8	32	2.6	19	1.6	28	2.4	22	2.2	27	2.9
Seniors	243	18.9	258	19.8	198	16.0	211	18.1	215	18.5	173	17.6	133	14.4
Juniors	262	20.4	304	23.3	286	23.1	227	19.4	239	20.5	225	22.9	198	21.5
Sophomores	377	29.4	327	25.1	402	32.5	392	33.6	304	26.1	287	29.2	280	30.3
Freshmen	355	27.6	376	28.9	317	25.6	314	26.9	370	31.8	268	27.3	282	30.6
Entering Freshmen	7	0.5	1	0.0	3	0.0	5	0.0	10	0.9	7	0.1	3	0.3
Total	1,284		1,302		1,238		1,168		1,165		982		923	
Referral Source														
Self Initiated	774	52.0	724	49.0	738	49.4	779	54.8	779	54.3	675	54.4	667	58.4
Other Student	269	18.1	287	19.4	253	16.9	266	18.7	236	16.4	165	13.3	117	10.2
Faculty	104	7.0	101	6.8	104	7.0	69	4.9	111	7.7	109	8.8	86	7.5
College Dean Office	54	3.6	88	5.9	84	5.6	65	4.6	86	6.0	56	4.5	29	2.5
Student Special Services	24	1.6	24	1.6	29	1.9	19	1.3	10	0.7	9	0.7	5	0.4
Residence Life	70	4.7	54	3.6	50	3.3	73	5.1	39	2.7	54	4.4	45	3.9
Student Health Service	31	2.1	30	2.0	30	2.0	26	1.8	31	2.2	35	2.8	25	2.2
Dean of Students	12	0.8	8	0.5	12	0.8	7	0.4	6	0.4	9	0.7	15	1.3
Parents	46	3.1	54	3.6	58	3.9	22	1.5	23	1.6	16	1.3		
Career Planning & Placement	20	1.3	37	2.5	57	3.8	23	1.6	24	1.7	22	1.8		
Other	84	5.6	73	4.9	80	5.4	73	5.1	90	6.3	65	5.2	93	8.1
Total	1,488		1,480		1,495		1,422		1,435		1,241		1,142	

Table 3 Severity and Type of Problem

	1983-84		1982-83		1981-82		1980-81		1979-80		1978-79		1977-78	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Severity of Personal Problem														
Simple	21	2.4	32	4.0	27	3.3	31	4.2	109	15.7	28	4.4	13	2.2
Mild	221	25.6	199	25.2	209	25.9	170	22.8	277	40.0	97	15.2	87	14.4
Moderate	485	56.2	459	58.0	481	59.5	460	61.7	278	40.1	391	61.2	342	56.7
Severe	128	14.8	99	12.5	91	11.3	82	11.0	29	4.2	116	18.2	140	23.2
Very severe	8	0.9	2	0.3	0	0.0	3	0.4	0	0.0	7	1.1	21	3.5
Total	863		791		808		746		693		639		603	
Severity of Vocational Problem														
Simple	88	14.5	94	14.8	107	16.6	126	19.2	19	2.6	93	14.9	58	9.5
Mild	294	48.5	376	59.1	336	52.0	297	45.3	137	18.5	242	38.8	208	34.2
Moderate	202	33.3	148	23.3	191	29.6	208	31.7	466	63.0	260	41.7	304	49.9
Severe	22	3.6	17	2.7	12	1.9	24	3.7	115	15.5	28	4.5	38	6.2
Very severe	0	0.0	1	0.2	0	0.0	0	0.0	3	0.4	0	0.0	1	0.0
Total	606		636		646		655		740		623		609	
Severity of Educational Problems														
Simple	42	16.5	41	15.2	55	18.3	76	21.2	54	16.3	42	14.0	37	12.4
Mild	81	31.9	123	45.6	117	39.0	138	38.4	91	27.4	92	30.6	75	25.1
Moderate	110	43.3	85	31.5	117	39.0	128	35.7	164	49.4	140	46.5	129	43.1
Severe	20	7.9	19	7.0	11	3.6	16	4.5	22	6.6	25	8.3	46	15.4
Very severe	1	0.0	2	0.7	0	0.0	1	0.2	1	0.3	2	0.6	12	4.0
Total	254		270		300		359		332		301		299	
Problem Combinations for Clients (for how many different kinds of problems is a student seeking assistance?)														
Only personal	666	43.9	592	39.2			421	28.6	465	31.8	398	31.9	367	31.3
Only vocational	424	28.0	436	28.8			536	36.5	524	35.8	449	36.0	360	30.7
Only educational	81	5.3	90	6.0			119	8.1	103	7.0	83	6.7	77	6.6
Personal & educational	70	4.6	58	3.8			81	5.5	79	5.4	73	5.9	94	8.0
Personal & vocational	82	5.4	65	4.3			105	7.1	93	6.4	98	7.9	71	6.0
Vocational & educational	58	3.8	59	3.9			82	5.6	80	5.5	70	5.6	74	6.3
Personal, vocational & educ.	135	8.9	212	14.0			126	8.6	120	8.2	75	6.0	130	11.1
Total	1,516		1,512				1,470		1,464		1,246		1,173	

Table 4 Counselor Judgments

	1983-84		1982-83		1981-82		1980-81		1979-80		1978-79		1977-78	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Client's Motivation														
None	9	0.7	2	0.2	6	0.5	9	0.7	15	1.1	12	1.0	27	2.5
Low	96	7.3	106	8.2	116	8.8	155	12.1	132	9.7	158	13.4	146	13.5
Moderate	450	34.4	415	32.1	408	30.9	461	36.0	460	33.9	473	40.1	432	40.1
High	528	40.4	575	44.5	617	46.7	546	42.7	591	43.6	454	38.5	412	38.2
Very high	225	17.2	194	15.0	174	13.2	97	7.6	159	11.7	83	7.0	60	5.6
Total	1,308		1,292		1,321		1,280		1,357		1,180		1,078	
Client's Anxiety Level														
None	61	4.4	53	3.9	54	3.8	136	10.4	59	4.3	54	4.5	33	3.0
Low	455	33.2	470	34.3	526	37.3	397	30.4	501	36.5	392	33.0	326	29.9
Moderate	503	36.7	509	37.1	498	35.3	491	37.6	494	36.0	480	40.4	484	44.4
High	261	19.0	252	18.4	249	17.7	228	17.5	254	18.5	220	18.5	197	18.1
Very high	92	6.7	88	6.4	82	5.8	54	4.1	65	4.7	42	3.5	48	4.4
Total	1,372		1,372		1,409		1,306		1,373		1,188		1,089	
Predicted Number of Interviews														
Terminate after intake	306	22.6	352	26.3	321	23.2	327	25.1	348	25.6	310	26.1	304	29.0
1-2	378	28.0	324	24.3	339	24.5	310	23.8	315	23.2	303	25.5	270	25.8
3-6	343	25.4	335	25.1	378	27.3	369	28.4	374	27.5	313	26.4	305	29.1
7-12	266	19.7	278	20.8	293	21.1	216	16.6	249	18.3	195	16.4	174	16.6
More than 12	58	4.3	47	3.5	55	4.0	79	6.1	72	5.3	65	5.5	44	4.2
Total	1,351		1,336		1,386		1,301		1,358		1,186		1,047	
Client's Preference for Counselors														
No stated preference	903	86.0	852	77.7	866	75.8	876	81.6	896	78.6	723	72.5	603	69.6
Female	53	5.1	44	4.0	75	6.6	75	7.0	73	6.4	57	5.7	60	6.9
Male	13	1.2	26	2.4	23	2.0	14	1.3	28	2.5	26	2.6	33	3.8
Specific individual	171	16.3	174	15.9	178	15.6	139	12.9	143	12.5	191	19.2	170	19.6
Total	1,050		1,096		1,142		1,074		1,140		997		866	

(continued)

Table 4 Counselor Judgments (continued)

	1983-84		1982-83		1981-82		1980-81		1979-80		1978-79		1977-78	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Intake Dispositions														
Placed on waiting list	463	33.2	505	36.5	592	42.1	506	37.4	577	42.5	543	46.6	453	43.4
Assigned to practicum	1	0.0	17	1.2	11	0.8	12	0.9	5	0.4	12	1.0	6	0.6
Terminated	206	14.8	233	16.8	258	18.3	300	22.2	281	20.7	245	21.0	280	26.8
Referred	103	7.4	130	9.4	101	7.2	77	5.7	79	5.8	78	6.7	72	6.9
Seen in extended intake	162	11.6	132	9.5	90	6.4	133	9.8	172	12.7	152	13.0	102	9.8
Picked up immediately	229	16.4	202	14.6	200	14.2	175	12.9	102	7.5	76	6.5	68	6.5
Group therapy	37	2.7	39	2.8	43	3.1	38	2.8	40	2.9	27	2.3	32	3.1
Group growth	26	1.9	32	2.3	1	0.0	2	0.1	10	0.7	11	0.9	8	0.8
Peer counselors	23	1.6	29	2.1	37	2.6	28	2.1	13	1.0	2	0.2	5	0.5
Career group	143	10.2	58	4.2	64	4.5	71	5.2			8	0.7		
M.Ed. program applicant	4	0.3	0	0.0	10	0.7	11	0.8	12	1.0	11	0.9	10	1.0
Total	1,396		1,385		1,407		1,353		1,357		1,166		1,044	

NAME _____ (Last) (First) (M)	Center for Counseling and Student Development University of Delaware CONFIDENTIAL June 1, 1982 — May 31, 1983	82-83

(1-9) ___ ___ ___ **SOCIAL SECURITY NUMBER**

(10) ___ This is NCR form number ___?___ for this client in 1982-83.

(11-12) ___ Month (13-14) ___ Day (15-16) ___ Year **TODAY'S DATE** (17-19) ___ **COUNSELOR'S INITIALS**

(20) ___ **INTERVIEW CLASSIFICATION** 1) Intake Interview 2) Counseled before 6/1/82 — now continuing without intake

(21) ___ **CLIENT ADDRESS** 1) University - Related 2) Off-Campus 3) Parent's Home 9) Unknown

(22-23) ___ **AGE OF CLIENT** (99 if unknown)

(24) ___ **SEX** 1) Female 2) Male

(25) ___ **RACIAL GROUP** 1) Caucasian 2) Black 3) Oriental 4) Other (specify) _____

(26) ___ **MARITAL STATUS** 1) Single 2) Married 3) Divorced 4) Widowed 5) Separated 9) Unknown

(27-28) ___ **UNIVERSITY CLASSIFICATION**

1) Agriculture
2) Arts & Science
3) Business & Economics
4) Continuing Education
5) Education
6) Engineering
7) Freshman Honors
8) Graduate
9) Health Sciences
10) Human Resources
11) Marine Studies
12) Nursing
13) Physical Education
14) Non-Student
15) Other
99) Unknown

(29-30) ___ **GRADUATION YEAR** (99 if unknown)

(31-32) ___ **REFERRAL SOURCE**

1) Self Initiated
2) Other Student
3) Faculty Member
4) College Dean/Advisement Office
5) Student Special Services
6) Residence Hall Personnel
7) Health Service Personnel
8) Dean of Students Staff
9) Other (specify) _____
10) Parents
11) Career Planning & Placement
99) Unknown

COUNSELOR'S DESCRIPTION OF CLIENT'S PROBLEM AND JUDGMENT OF SEVERITY

(33) ___ Would like to discuss abilities, interests, aptitudes and/or occupational plans for the future.

(34) ___ Would like to discuss feelings about self, others, and/or some personal problems.

(35) ___ Would like to discuss courses, grades, classes, study techniques and/or progress here at the University.

0 = No problem
1 = Simple — Involving requests for information, environmental manipulations.
2 = Mild — Involving some stress, but only mildly impairing normal functionings.
3 = Moderate — Definite interference with functioning. Unable to solve problem, but can discuss it in a reasonable manner.
4 = Severe — Problem is pervasive and ability to cope with it is tenuous.
5 = Very Severe — Involving questionable contact with reality and an inability to employ rational judgment. May not be able to meet daily demands.
9 = Not Applicable

WHAT LEVEL OF ANXIETY DOES THIS CLIENT HAVE ABOUT TALKING TO A COUNSELOR?

(36) ___ 1) None 2) Low 3) Moderate 4) High 5) Very High 9) Not Applicable

WHAT IS THE CLIENT'S POTENTIAL FOR CHANGE?

(37) ___ 1) None 2) Low 3) Moderate 4) High 5) Very High 9) Not Applicable

DEGREE OF EASE WITH WHICH THE CLIENT USES SELF-EXPRESSION.

(38) ___ 1) None 2) Low 3) Moderate 4) High 5) Very High 9) Not Applicable

CLIENT MOTIVATION: DEGREE TO WHICH CLIENT IS WILLING TO WORK TO OVERCOME PROBLEM.

(39) ___ 1) Not at all 2) Low 3) Moderate 4) High 5) Very High 9) Not Applicable

DEGREE OF SATISFACTION YOU PREDICT THIS CLIENT WILL HAVE WHEN COUNSELING IS TERMINATED.

(40) ___ 1) None 2) Low 3) Moderate 4) High 5) Very High 9) Not Applicable

HOW DO YOU PERCEIVE THIS CLIENT'S PHYSICAL APPEARANCE?

(41) ___ 1) Unattractive 2) Mildly Unattractive 3) Neutral 4) Mildly Attractive 5) Attractive 9) Not Applicable

COUNSELOR'S FEELINGS TOWARD CLIENT AT THE END OF THE INTAKE INTERVIEW.

(42) ___ 1) Dislike 2) Mildly Dislike 3) Neutral 4) Mildly Like 5) Like 9) Not Applicable

(43) ___ **PREDICTED NUMBER OF CONTACTS THE CLIENT WILL HAVE ONCE COUNSELING HAS BEEN ARRANGED.**

1) Terminate after intake
2) 1 - 2 (short-term)
3) 3 - 6 (relatively short crisis or developmental problem)
4) 7 - 12 (fairly involved, longer term problem)
5) 12 or more (long term counseling probably indicated)
9) Not Applicable

CLIENT PREFERENCE FOR COUNSELOR

(44) ___ 1) No Preference 2) Female 3) Male 4) Specify Individual _____ 9) Not Applicable

(45-46) ___ **INTAKE DISPOSITION**

1) Place on Waiting List
2) Assigned to Practicum
3) Referred to _____
4) To be seen on Extended Intake
5) Terminated
6) Picked up as client of Intake Counselor
7) Recommended for Group Therapy
8) Recommended for Growth Group
9) Career Development Workshop
10) Graduate Program Applicant
11) Peer Counselors
99) Not Applicable

IS THIS CLIENT A PRIORITY?

(47) ___ 1) Yes 2) Some 3) No 9) Not Applicable

(48-49) ___ **IDENTIFICATION OF SPECIFIC PRESENTING PROBLEMS (use code)**

(50-51) ___

BEST COPY AVAILABLE